Columbia Gorge Community College

Precollege Department Instructional Program Review and Report, 2016

1   SECTION: MISSIONS AND GOALS

Mission of the department:

The Precollege Department transforms lives by providing a local, affordable option for a diverse learner population both on campus and in the community. Our mission is to facilitate personal academic progress in our classrooms, aid in the transition into a certificate or degree program, and/or provide job training, so learners may function more effectively in the workplace.

Goals and objectives for the department:

Goal: The CGCC Precollege Department Program will prepare students with knowledge and skills needed to improve the student's personal reading, writing, and mathematical ability, as well as pass the GED, and be transitioned into college level course work, and demonstrate employee skills while working with community partners.

Objectives: The CGCC Precollege Department Program will be influential in assisting community members to meet their personal reading, writing, and mathematical needs, as wells as degree/certificate completion and/or transition to better employment and/or post-secondary..

Program Alignment with the Institutional Goals:

The following is CGCC's mission and Core Themes:

CGCC Mission: Builds dreams and transforms lives by providing lifelong educational programs that strengthen our community.

CGCC Core Theme A: Building Dreams - Access
CGCC offers multiple environments and opportunities for people to grow personal and intellectual skills by:

Providing a local option for obtaining quality education at an affordable price

Providing college credit opportunities for high school students

Serving the diversity of the college's service area

Meeting the expectations of CGCC's student body

CGCC Core Theme B: Transforming Lives - Education

CGCC provides learning resources and tools for a sustainable future for individuals by:

Applying processes that lead to student retention

Applying processes that lead to student progress, certificate/degree completion, and/or employment

Ensuring student proficiency in course, program and institutional student learning outcomes

CGCC Core Theme C: Strengthen our Communities - Partnerships

CGCC links people and community resources by:

Cultivating productive business and industry relationships

Creating, maintaining, and growing community relationships

The Precollege Department Program support students with realizing their dreams and assist in the transformation of our student's lives by supporting the student as they earn their GED, advance their education into college level courses, and enrich their personal academic skills to an with an improved education and/or employment opportunity.

We offer many incentives to attend classes. Tuition is relatively affordable at $25 per term: this includes all courses offered by the department. The Precollege Department also offers tuition waivers for those students who cannot afford the $25 fee. Furthermore, we have practice GED vouchers and official GED test vouchers/scholarships available. Once a student has completed their GED with 40 "seat time" hours, the student qualifies for 8 college credit waivers.

The Precollege Department offers courses on both The Dalles and Hood River campuses. We work with our community partners in helping the students make connections to other resources in the community. Currently, the Precollege Department is teaching a course for DHS, MCCOG, Title 1B, is attending each of our orientations and presenting. We do an orientation at

WorkSource Oregon (WSO), and are on the WSO monthly calendar. We are hoping to partner with Title 1B in order to offer their state approved resume class as part of our requirement for the IET implementation of WIOA.

Currently, we are exploring an option to educate and assist the participants in NORCOR to receive ABS/GED education. We have partnered with FreshStart, a local agency offering a culinary certificate by adding a math component in our math classes that includes recipe measurements and doubling of measurements. We are also exploring a noncredit welding certificate and/or customer service certificate in aligning with WIOA Integrated Education Training (IET) requirement.

We have also revised the Precollege Advisory Council to include and align with our partners with the primary goal of in sharing opportunities for our students. The first Advisory Council meeting was very successful. The presentation of the purpose and mission of the Precollege Advisory Council is changing to meet the needs of WIOA and the philosophy of WIOA and the onestop team mentality. There was an exchange of information and potential new partnerships made. In attendance were DHS, MidColumbia Housing Authority, MCCOG, CGCC Student Services, CGCC Precollege, CGCC ESOL, CGCC Community Ed. Coordinator. The next meeting is slated for September 13, 2017.

2 SECTION: ACTION AND PREVIOUS REVIEW'S RECOMMENDATIONS

Changes that have been made since the last review:

The last program review was done in 2009. The changes that were made since that review were required to adhere to the PCC requirements. Since then, we have gone through accreditation and are going through a transitional year for WIOA, Title II funding. The Precollege Department Program has made many changes. The Precollege Department is moving to a Moodle and Google Doc based communication forum for the faculty, and houses relevant information and documents on a Precollege Department Resource Moodle page. The GED has changed from paper form to an all computer based program. The State Department of Education has rewritten the GED to the 2014 GED. The CASAS testing was upgraded from paper tests to a

more current computer version of testing. The Precollege Department Program has the current Title 1B partner invited/present at each orientation for new students. We are hoping to reconstruct our orientation schedule to become a course prior to the term starting. We are also looking at adding a full time faculty position and changing the student schedule.

The Precollege Department did not have a mission statement, so the department created and voted on a mission statement. The department also voted to change the name of the department to encompass all of the students we serve. The department would like to change the name from Precollege Department to Precollege and Transitional Studies Department. This title would include the Career Guidance and other non-credit transitional course offered in this department. Currently, the Precollege Department name does not envelop all of the courses offered from the Precollege Department, i.e., the Career Guidance courses offered do not fall in the precollege level, they are college level courses. The Precollege Department also offers courses that are not credit bearing courses and they do not lead into college. The Precollege Department would like to have a name that encompasses all we teach. Please see Attachment A: Department Survey for Name Change and Mission Statement. Since 2009, there has been retirement of lead individuals in the department, i.e., the data administrator, the department chair, change of leadership in the director's role. There has been a great change in the dynamics of CGCC and the Precollege is moving forward in a positive manner, embracing change to stay relevant and current.

Any changes made as a result of the last review? Rationale and Results:

This is the first time that the department has participated in CGCC's Program Review process. This process has been very beneficial for the department and faculty. Participating in the Outcomes Assessment and the Program review has provided data and feedback to initiate change relevant to student success and retention. The Precollege department should on an annual basis do a Program Outcome Assessment, and it is recommended on a five year cycle the Precollege Department should participate in a Program Review.

In the program review of 2009 for the Title II requirements, the state recommended a staff orientation plan with a specific skill center handbook with expected outcomes. There was a plan created; however, with the changes in procedure and staff, the handbook is not current. The Precollege Department has moved to Moodle and Google Docs, where the Precollege

Department Program policies and procedures are posted. There are also the appropriate forms, and additional tools for faculty use.

3 SECTION: DESCRIBE, ASSESS, AND ANALYZE

Use data to analyze and evaluate the adequacy of the program's key functions and data elements. In this section the following five areas of need will be analyzed and evaluated:

- **Maintain program improvement by using data on a regular basis to inform department changes.** For example, The Precollege Program should complete a program review every 5 years, and an Outcome Assessment of Program Outcomes every year to have an accurate, timely record data trail on the department's performance and the students' success.

- **The need to build cohesiveness, collaboration, and comradery within the Precollege Department** by continuing term department meetings in addition to in-service department meeting times, hire one full time faculty and one full time Precollege Pathways and Transition advisor.

- **Have a more comprehensive department name** by changing the department name from Precollege Department to Precollege and Transitional Studies Department.

- **Developing a bridge between the Precollege Department and the College level student process and education** by using curriculum development. Some examples may include creating new course COGs and have the departmental discussion and decide on whether or not to have our courses go through curriculum committee and to incorporate learning communities' best practices within the precollege department and to align current course schedule to the best practices. Should the department vote in favor of courses going through curriculum committee, work would need to be done to do so. Also, developing a bridge with Student Services to prepare and support students looking to enroll in college. Look at course development to align with current needs and best

practices, i.e., CG 114, community finance, Orientation Course-a six-week header to each term, and create some student success videos for advocacy.

A. Faculty

I. **Quantity of faculty needed to meet the needs of the program:**

The Precollege Department offers instruction in Career Guidance (CG) courses and Adult Basic Skills (ABS)/Adult Secondary Education (ASE) which includes GED instruction.

The Precollege Department offers a variety of Career Guidance (CG) courses. Within a year, we offer 14 credits of Career Guidance courses. There are approximately 5 faculty members who instruct the following courses.

Fall: 10 Credits: 2 CG 101, CG 225, CG 111-Early College, CG 130-Early College

Winter: 8 Credits: 2CG 111A, CG 209, and anticipate offering CG 114 this next year

Spring: 2 Credits, 2 CG 101

Total for an academic year: 20 credits

With regards to the ABS/ASE instruction, there are multiple levels of Reading, Writing, Math, and we offer Science, Social Studies, and a lab.

Currently there are 12 part time faculty, who teach a total of 36 hours per week of Precollege classes based on an 11 week term in both Hood River and The Dalles Campus for the Precollege/GED courses.

The Precollege Department needs to redesign the curriculum based on best practices and to ensure there is a curriculum design that is consistent between the levels. Having additional full time instructors would ensure this work could be completed in a timely and consistent manner. It is difficult for the part-time employees to maintain the duties of a regular full time position and then assist in the additional administrative needs and requirements of the program. The part-time faculty understandably have other priorities and obligations. Having an additional full time Precollege Faculty member would bolster the presence of the

Precollege Department throughout campus. The investment in a full time faculty member would assist in moving the program forward and increase the awareness of the programs missions and offerings by maintaining a physical presence throughout campus and committees.

CGCC's Precollege Department would like to propose hiring one or two full time faculty positions. The department completed a survey vote emailed out to the faculty to see if they would prefer to see a full time faculty position open up or if they would prefer to remain part time. The vote was in favor of hiring a full time faculty. See Attachment B: Part time/Full time Faculty Survey.

The following is the breakdown on the cost effectiveness on just 4-part time faculty, whose work load is approximately equal to one full time faculty. This is based on the current rates in the bargaining agreement. Hours used were from their Fall 2016 and Winter 2017 NOTAs. Spring 2017 and Winter 2017 are shortened by one week.

Teacher 1 is not currently PERS-eligible. Teacher 4 is Tier 1/Tier 2, as Teacher 4 has been PERS-eligible since 1991.

Teacher 1: 13415.32 (teaches 5 hours per week/per term)

Teacher 2: 3213.82 (teaches 1 hour per week/ per term)

Teacher 3: 18033.10 (teaches 6 hours per week/per term, and is on one committee)

Teacher 4: 20076.91 (teaches 8 hours per week/per term)

Total Precollege Instruction hours: 20 hours plus 1 committee

Total: 54739.15 cost without PERS or OPSRP

Below are the rates for the various FT faculty positions. This is assuming someone who is already PERS-eligible but at the lower OPSRP rates. This is also assuming health benefits at the employee only rate for the most popular plans. If the person also insures their family members, the health benefits would be significantly higher.

Step 1

Wages: 41537.04

OPE: 19266.14 (OPE = other payroll expenses, such as employer taxes, health benefits, PERS)

Total: 60803.18

Step 2

Wages: 43425.12

OPE: 19697.66

Total: 63122.78

It is between **$6K and $11K SAVINGS** difference with hiring a full time person, depending on the step. That dollar difference is basically the health insurance costs, which was factored in at just over $9k. If we were to hire someone who did not want our health insurance, CGCC would be saving money. We do have employees who waive the insurance because they are covered by their spouses. Granted, if your new hire wanted to ensure themselves and their family, the costs would be higher.

Additionally, here are some comments from the survey by the faculty:

"I think having at least one full-time faculty, who helps with curriculum development and course cohesiveness, could help the Precollege program work better as a unit. I also think it is important to have adjunct faculty, so students get exposure to different instructional styles. I think there are instructors who want to work part-time. Having the vested interest of at least one full-time instructor would allow for stronger, better course development and hopefully enrich the program. "

2/20/2017 11:18 AM View respondent's answers.

"One of my concerns is that we'd lose some fantastic part-time faculty as a result of moving courses to a full-time faculty. However, I am also concerned that currently there aren't enough full time faculty in this department to take on leadership roles, represent Pre-College on various committees and help you with some of the administrative duties."

2/14/2017 9:20 AM View respondent's answers.

Additionally, with the new WIOA Title II mandates, the Precollege Program would like to propose a new Precollege Pathways and Transition Advisor position based on the WIOA grant funding. This new position would be a full time classified position that would encompass the duties of the previous Gorge Literature Coordinator and include a new orientation course being offered prior to the beginning of the term, and student advising, mentoring, and assistance with transition into post-secondary education and employment. Please see Attachment C: Precollege Pathways and Transition job description.

II.   **Extent of the reliance upon part-time faculty:**

Currently, the Precollege Department is fully reliant on part-time faculty, with the exception of one full time faculty member. The greatest strength of the Precollege Department is the faculty who serve the precollege students.

Should the college approve one full time faculty, we would ultimately still need approximately 5 Part time Precollege Instructors for approximately 16 hrs. per term. We would also continue to need 5 to 6-part time instructors for 20 Credits for CG course within an academic year.

III.   **Incorporation of instructional best practices**:

The Precollege Department faculty are CASAS trained and certified CASAS Proctor, except for 1 faculty member. This faculty member teaches very few hours (12 hrs. per term, for only 2 terms per year) and there is the Precollege Specialist II who is certified to proctor any CASAS test need during his instruction time. There is also availability to schedule CASAS proctor prior to and after his class and on a different schedule. Of the 10 Precollege Instructors, all but 2 have started and are at various levels of Learning Standards Training based on the Oregon Adult Learning Standards (OALS) for a total of 80% of the faculty members have met partial/all training requirements by OALS. Please see Attachment D: LS and Training Charts.

The Precollege is currently working on aligning all course outcome guides for the Precollege class to align with the OALS to be in compliance with WIOA.

The Precollege department is also in the research process of creating and editing the current new student orientation for GED and ABS students to align with best practices in the field of education to incorporate goal setting, job exploration, Growth Mindset instruction, and potential career pathways.

We are looking at incorporating points from the LINCS (Literacy Information and Communication Systems) Adult Education Teacher Competencies by AIR and Developmental Education Redesign to be reflected in our new schedule. For example, creating a schedule that looks like a learning community with a supporting lab to build a cohort of students moving through the Precollege department together as they progress in their GED, ABS, and/or job exploration. This would assist the Precollege Department in aligning with WIOA mandates and to stay current and relevant with instruction best practices.

IV. **Use of professional development opportunities to improve teaching and learning strategies:**

This academic year we have started having quarterly department meetings. Currently, due to budget constraints they are only one-hour long. In the future, I hope to be able to extend these meetings. These meetings would assist the Precollege Department in making progress and meeting program goals and assessments.

I would also like to start using some of the meeting time as a professional development time. For example, I would like to have the faculty take a standard from Growth Mindset, GED Summit, LINCS and/or OALS and present to it the rest of the department faculty on what it is and provide examples of implementing the best practices and the benefits of implementing them. The program outcomes are required to be based on OALS by WIOA. Currently, the precollege department does not have course outcome guides (COGs) approved through the Curriculum Committee. This is a need that needs to be address this next academic year. If the Precollege department had COGs, it would provide a consistent experience for all students who go through the Precollege program, and

ensure that efforts are focused on meeting a set standard goal throughout the department.

As well as, professional development and the implementation of state approved best practices are required by WIOA. Currently, to date 80% of the faculty are LS trained in some portion. When the HECC/CCWD releases current LS and training, the plan will be to maintain the training currency and any additional training required by WIOA and the state. Along with the Title II WIOA requirements, it is necessary to foster and develop partnerships with other WSO partners. One partnership created has been with MidColumbia Housing Authority. They have need of instruction of a financial education course for the clients they serve. They have client needs for a financial education course. As well as, it is part of the mandate for Title 1B participants. CGCC needs to prepare the curriculum for this course to create and maintain this partnership. This course will be available to all WSO partners. The Department Chair attends Oregon Council of Adult Basic Skills Director's (OCABSD) meetings quarterly.

The Department Chair is also participating in the Growth Mindset Grant with two other faculty members from CGCC. Subsequently, a future area of professional development would be to train the faculty of the precollege department in the Growth Mindset resources, in which the instructors would then be instructed to incorporate this philosophy into each course, as well as using this in the new orientation design. This is a current best practice that cultivates a growth mindset for students. It enlightens the students regarding the truth inherent in this philosophy that your mind is not fixed and can grow under the right circumstances. The student is capable of learning. Particularly with the Precollege program students, this is one of the most fundamental and foundational learning points. This practice will create a foundation for learning for students that encourages a growth mindset.

I. **Faculty involvement in activities that support student success (examples may include the use of instructional technology, service learning, learning communities, and co-curricular activities, etc.)**

Franceina Brackenbury is on the Student Success Team Committee and Instructional Council, Heather Doyle, an instructor, is on the Curriculum Committee, Matt Fitzpatrick, the Precollege Specialist II, is on the Student Success Team sub-committee. The Precollege Department uses a variety of modes of delivery in the classroom.

We have access and use The Change Agent, a written electronic publication of current social issues relevant to the Precollege program's students provided by the CCWD. We also subscribe to the Time magazine--level appropriate. There are classroom sets of all subject areas for the GED study and preparation books published by Steck Vaughn. There is a small Precollege library of books for the reading courses to choose from in various reading levels.

Faculty also use various teaching opportunities and resources to include but not limited to field trips to the Goldendale, WA Observatory, the Discovery Center in The Dalles, going to an open house held by Governor Walden, using novels, The Change Agent, historical documents. Faculty use Google classroom and online websites that offer voice recordings of the article, so students can hear fluent reading quizzes that are aligned to the common core and GED tests that are graded automatically, so students receive timely feedback articles that are available at a variety of Lexile levels, so students can read at their individual level. Faculty also use the website, Quizlet, to create interactive spelling and memory tests that give students intensive, individual feedback on their progress.

Faculty also use YouTube videos that provide background information and some poems that I applied the "close reading" approach to: this means that I focus on small parts of the text and ask students to identify specific information in those short blocks of text and Ted Talk videos. Lastly, using Google Classroom also allows students who are absent to access information.

B. Curriculum

I. Program alignment with professional and national standards

- **Course currency and relevancy:**

The GED instruction is current and relevant to the GED 2014. We have aligned our instruction to incorporate computer usage to address typing skills. We also use the outcome guides for the GED based on GED material to direct our classroom instruction paralleled with OALS.

The Precollege is currently working on aligning all course outcome guides for the Precollege class with the OALS to be in compliance with WIOA, Title II. The Precollege department is also in the research process of creating and editing the current new student orientation for GED and ABS students to align with best practices in the field of education to incorporate goal setting, job exploration, and potential career pathways, as well as creating a new position as a Precollege Pathways and Transition Advisor. This is a full time position that would encompass the duties of the previous Gorge Literature Coordinator and a Precollege Advisor, including orientations and mentoring/advising students through transition. Attachment C: Precollege Pathways and Transition job description.

We are looking at incorporating points from the LINCS (Literacy Information and Communication Systems) Adult Education Teacher Competencies by AIR and Developmental Education Redesign to be reflected in our new schedule. For example, creating a schedule that looks like a learning community with a supporting lab to build a cohort of students moving through the Precollege department together as they progress in their GED, ABS, and/or job exploration.

The Precollege Department would like to go through course analysis to include looking at the courses and curriculum alignments with in sequences. As well as, incorporating best practices to include changing or modifying the schedule to align with the best practices, and create a new orientation process to mirror the First Year Experience offered in Student Services.

II.   **Student Learning Outcomes**

   ▪ **Course-Level Outcomes:**

- Identify and give examples of assessment-driven changes made to improve attainment of <u>course</u>-level student learning outcomes

There are many changes that your faculty make as a result of course outcomes assessment within the Precollege Department. Some examples are:

- W 2015 Pre College Reading – Jablonski:

    - Added activity to better support student achievement of Outcome #1 "Use a variety of strategies to pronounce and determine the meaning of unfamiliar words in simple texts.

    - Will break down lesson into smaller parts so students better understand the difference between facts & opinions and will assess them on those smaller bits of information as opposed to one big assessment (with regards to Outcome #2: "Use a variety of strategies before, during and after reading to monitor and enrich comprehension.

- F 2015 CG 111A – Maurer

    - With regards to outcome "Utilize library resources for information and research) - faculty met with librarian to improve library resources on the web so that students are better supported in meeting outcome.

- F 2015 CG 111A- Kane

    - With regards to outcome "Utilize library resources for information and research) instructor made changes to both resources and method of assessment.

- F 2016 CG 101 - Jablonski

    - Changes to assessment for outcome " Incorporate awareness of diversity and cultural differences to participate fully in college and community

- W 2016 - CG 209 – Brackenbury

- Changes made to master application to a fillable form for students.
  - SP 2016 PC Reading and Writing II – Booth
    - Pedagogical changes: adding grammar lessons, teaching paragraph assignment so that they can quote
    - Adding a book.
  - W 2017 - CG 209 – Brackenbury
    - Presented CG 209 to the curriculum committee to change the course outcome guides to reflect the course offerings.
    - CG 209 change was approved curriculum committee for future use with new COGs.

- **Program-Level Outcomes:**

  - **Describe the strategies that are used to determine whether students have met the outcomes of their program, degree or certificate.**

    - See Attachment E: 2015-16 Program Outcome Assessment

  - **Summarize the results of the assessments of these outcomes.**

    - See Attachment E: 2015-16 Program Outcome Assessment

  - **Identify and give examples of assessment-driven changes that have been made to improve students' attainment of program, degree and certificate outcomes.**

    Based on the data produced from the 2015-16 Program Outcome Assessment, the Precollege program found that the transition from a GED student to a GED graduate was low. The data presented stated that the department was teaching an excellent program, but not encouraging the students to take the GED official test when the student was actually able to pass the test. This delayed the number of students from completing the GED and transitioning. The Precollege program has implemented the following to assist in the transition and completion of the GED and to post-secondary education.

- the Precollege department has been using vouchers more liberally
- the turnaround time for issuing vouchers has decreased; it is less than 1 week turnaround time from the student submitting the scholarship application to approving and issuing the scholarship
- the Precollege department created a new policy that will expedite the GED graduate rate of students that test at 245 or higher on their CASAs test.
  - Students that test at 245 will be input into a database. The Precollege Specialists II (PSII) will then email to the instructors the second week of class of the term those students that fall into that category. In this email, PSII will explain that within the next week these students *must be GED ready tested* and offer my assistance regarding scheduling.
  - ***PS II will monitor the students' hours. After the second week, the students should have 12 hours or will be very close.**
    - **If then statements:**
      - If student receives a 245 on math, then GED ready test them in that content area. If they receive likely to pass,
      - The PS II will sit down with them and discuss the GED foundation scholarship options.
      - If student receives a 245 on reading, then GED ready test them in that content area.
      - If they receive likely to pass,
      - The PS II will sit down with them and discuss the GED foundation scholarship options. Furthermore, the PSII or the instructor will assist the student with scheduling a Science and Social Studies GED ready.

- **Core learning Outcomes (degrees only):**

Not applicable to the Precollege Program.

  - Identify and give examples of assessment-driven changes that have been made to improve students' attainment of <u>Institutional Core Learning</u> Outcomes

B. Enrollment

    I.   Enrollment data since the last review

- Based on the changes with the GED, the management changes at CGCC since the last review the enrollment data since the last review to the current date is not relevant.

    II.   Student retention in classes in the program, progression term-to-term and year-to-year, as well as graduation rates for the program

Currently, this is not a data point that the precollege department is gathering. However, we are creating a process for gathering such data points.

The graduation rate for the Precollege Department for 15-16 were 20 students out of 244 students who enrolled. This is a 12.2% completion.

    III.   Describe current and projected demand and enrollment patterns

Per term for 2015-2017 fiscal year:

Summer-32
Fall-55
Winter-63
Spring-94

GED graduates- 20

Per term for 2016-2017 fiscal year:

Summer-32
Fall-52
Winter-46
Spring – 112

C. Budget

    I.   The Precollege budget has not been released. It is unknown at this time if the budget is adequate to meet the needs of the program. The following are budget needs address in this program review in addition to the budgetary needs of the current course offerings and departmental staff.

- Continue term department meetings for professional development, department communication and cohesiveness, collaboration, and information share.

- Course Development: There are quite a few courses that the Precollege Department would like to be developed and listed in the course schedule: CG 114, community finance, Orientation Course-a six-week header to each term.
  - The CG 114 course is needed to supplement the Oregon Promise students' track for completing a CG course within the first year of their education.
  - The community finance course is a required partnership in the WIOA and WS. MidColumbia Housing Authority has the education need and students, and CGCC has the educators and facilitators. This will meet a Title II, WIOA mandate.
  - The Orientation Course-a six-week header to each term would allow us to incorporate the best practices to include goal setting, job search, and incorporate Growth Mindset into the department.
- The Precollege Department would like to create some student success videos for advocacy through Paula Ascher's video camp this summer or sooner. These advocacy videos will aid in progression and retention of other students who see the video of their peers completing and hearing their story. It will also be used as a tool to present the Precollege Program to the other departments on CGCC and the community. For example, this month at the Foundation Board Meeting, the Precollege Department will present a live student to tell his story and the benefit of receiving the Foundation Scholarship for his GED. Students are not always accessible for this type of meeting. This would help the program spread the great work in the department and with the students, which aligns with CGCC's core outcomes.
- Curriculum development time to create new course COGs and have the departmental discussion and decision on whether or not to have our courses go through curriculum committee and to incorporate learning communities' best practices within the precollege department and aligning current course schedule to the best practices. Should the department vote be for the courses going through curriculum committee, work would need to be done to do so. Having a budget to do this work would be insurmountable to completing it. Also, developing a bridge with Student Services in preparing students for college.
- Professional development: Growth Mindset, GED Summit, OALS, etc.
- Additional faculty and staff: one full time faculty member and one Precollege Pathways and Transition Advisor (a new position, full time, adding the components of Gorge Literature into a Precollege Advisor).
- Costs for changing the department's name to align with the survey that was sent out to faculty regarding full time faculty and department name change.

4 SECTION: RECOMMENDATIONS

Based on the analysis in Section Three:

B. The following is are recommendations for the next review cycle:

- o The Precollege Program should complete a program review every 5 years' cycle, and Outcome Assessment of Program Outcomes every year.

- o Continue term department meetings in addition to in-service department meeting times.

- o Hire one full time faculty and one full time Precollege Pathways and Transition advisor.

- o Change department name from Precollege Department to Precollege and Transitional Studies Department.

- o Course Development: CG 114, community finance, Orientation Course-a six-week header to each term.

- o Create some student success videos for advocacy.

- o Curriculum development to create new course COGs and have the departmental discussion and decision on whether or not to have our courses go through curriculum committee and to incorporate learning communities' best practices within the precollege department and aligning current course schedule to the best practices. Should the department vote be for the courses going through curriculum committee, work would need to be done to do so. Also, developing a bridge with Student Services in preparing students for college.

C. The Precollege Department program will determine if it has made progress on its recommendations by the following:

- o Outcome Assessment of Program Outcomes each year shows program improvement.

- o The Precollege Department meets each term, in addition to in-service department meeting times.

- o Hire one full time faculty and one full time Precollege Pathways and Transition advisor.

- o The department name is changed from Precollege Department to Precollege and Transitional Studies Department.

- o Course Development: CG 114, community finance, Orientation Course-a six-week header to each term are completed by the next academic year 2017-2018.

- o Create some student success videos for advocacy and have some linked on the Precollege Department home website by end of 2017-2018.

- New COGs for Program Outcomes created to align with OALS and pass through Curriculum Committee (if that is what is voted on within the department) by the end of 2017-2018 academic year.

- Have a new orientation course designed and implemented by the end of academic year 2017-2018.

- Curriculum development design restructuring of Precollege Department schedule to be created and being used by the end of academic year 2017-2018.

- Develop a plan for a bridge with Student Services in preparing Precollege Department students for transition into workforce, college, etc. and have it place by the end of 2017-2018 for data review.

The following recommendations are contingent on the receiving of addition WIOA, Title II grant, and other potential sources of income which may directly change the recommendations and needs of the Precollege Department.

Attachment A: Department Survey for Name Change and Mission Statement

SurveyMonkey®

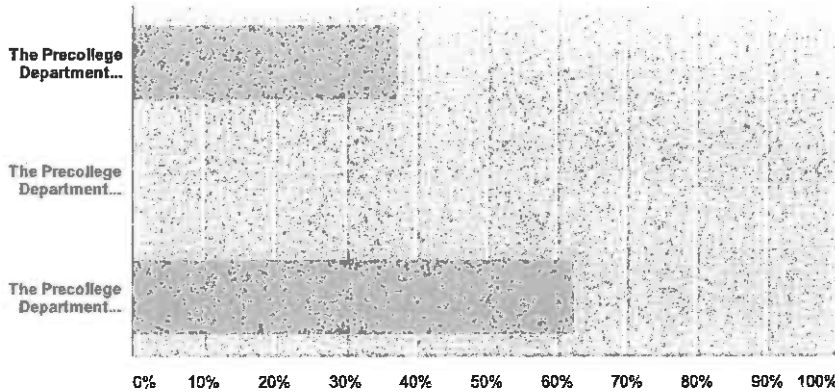# Mission Statement Department Name

Name change

	Question Summaries		Individual Responses

9 responses

137 days (12/12/2016 - now)

1 view

Q1

Please choose which Department Mission Statement you feel best describes our department.

Answered: 8   Skipped: 1

The Precollege Department...

The Precollege Department...

The Precollege Department...

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Answer Choices	Responses	
The Precollege Department builds dreams and transforms lives by providing a local and affordable option for a diverse population of learners both on campus and in the community. Our mission is to teach our students the necessary skills to make personal academic progress, to transition toward a certificate or degree, or to function effectively as an employee.	37.50%	3
The Precollege Department builds dreams and transforms lives by providing a local and affordable option for precollege students and clients of community partners, to obtain the necessary skills for making personal academic progress, transitioning towards certificate/degree completion, and/or attaining employability skills.	0.00%	0
The Precollege Department transforms lives by providing a local, affordable option for a diverse learner population both on campus and in the community. Our mission is to facilitate personal academic progress in our classrooms, aide in the transition into a certificate or degree program, and/or provide job training, so learners may function more effectively in the workplace.	62.50%	5
Total		8

Q2

Which department name do you feel best fits our department?

Answered: 8   Skipped: 1
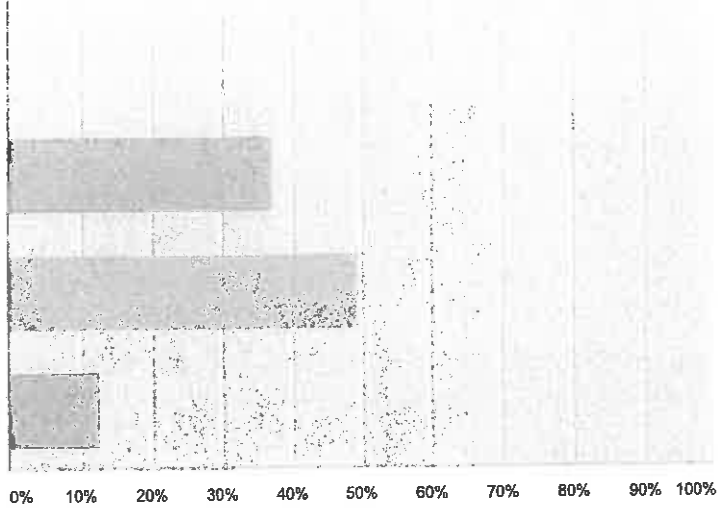
Answer Choices	Responses	
No Change, keep Precollege Department	0.00%	0
Transitional Studies Department	37.50%	3
Precollege and Transitional Studies Department	50.00%	4
Other (please specify)	12.50%	1
Total		8

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Attachment B: . Part time/Full time Faculty Survey

My Surveys   Library   Examples   Survey Services   Plans & Pricing

Upgrade to get meaningful results: View all your responses and get powerful analysis. View Pricing →

Full or Part Time Faculty Position

Summary → Design Survey →· Collect Responses → Analyze Results

CURRENT VIEW

+ FILTER   + COMPARE   + SHOW

No rules applied

Rules allow you to **FILTER, COMPARE** and **SHOW** results to see trends and patterns. Learn more »

SAVED VIEWS (1)

Original View (No rules applied)

+ Save as...

EXPORTS

SHARED DATA (4)

Shared Data 4: Anyone with the Link

Shared Data 3: Anyone with the Link

Shared Data 2: Anyone with the Link

Shared Data 1: Anyone with the Link

RESPONDENTS: 8 of 8   Export All   Share All

Question Summaries   Data Trends   Individual Responses
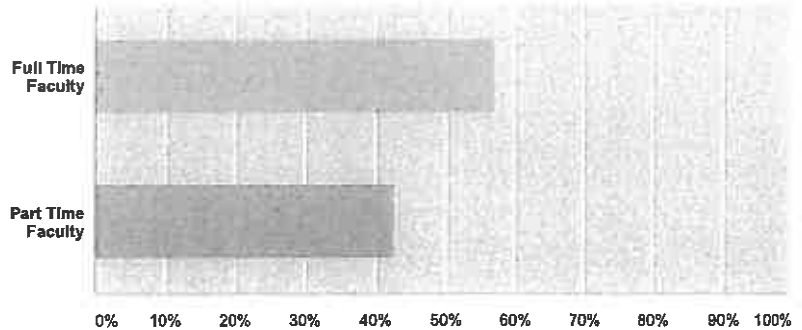
PAGE 1: Full or Part Time Faculty Position

Q1   Customize Export

Which would you prefer to be employed as?

Answered: 7   Skipped: 1

Answer Choices	Responses	
▾ Full Time Faculty	57.14%	4
▾ Part Time Faculty	42.86%	3
Total		7

Q2   Export

Do you have any other comments, questions, or concerns?

Answered: 5   Skipped: 3

Responses (5)   Text Analysis   My Categories

Categorize as...   Filter by Category   Search responses

Showing 5 responses

I think having at least one full-time faculty, who helps with curriculum development and course cohesiveness, could help the Precollege program work better as a unit. I also think it is important to have adjunct faculty, so students get exposure to different instructional styles. I think there are instructors who want to work part-time. Having the vested interest of at least one full-time instructor would allow for stronger, better course development and hopefully enrich the program.

2/20/2017 3:18 AM   View respondent's answers

I believe we are a good team with the best interests of the students and the college at heart, and I would hate to see a change in policy deny them from a job they need.

2/15/2017 9:18 AM   View respondent's answers

I am concerned with having all full time faculty because it would mean that the same instructor would be teaching all levels of a subject. The concerns are what if the instructor is teaching the wrong information, what if the student or students have issues with that instructor (could we lose the student), the same perspective is what would be taught without any variation, and how would the summer term be taught? Overtime?

2/15/2017 1:09 AM   View respondent's answers

Actually, because I have taken on other work as an adjustment to being part time faculty, I don't know my answer to question one. My main thought is that, if we add another full time position, we do so when openings become available, as part-timers quit. It seems to me that, if a full time position was offered, a

ADDITIONAL FACULTY COMMENTS:

I think having at least one full-time faculty, who helps with curriculum development and course cohesiveness, could help the Precollege program work better as a unit. I also think it is important to have adjunct faculty, so students get exposure to different instructional styles. I think there are instructors who want to work part-time. Having the vested interest of at least one full-time instructor would allow for stronger, better course development and hopefully enrich the program.

2/20/2017 3:18 AM View respondent's answers

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2/15/2017 9:18 AM View respondent's answers

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2/15/2017 1:09 AM View respondent's answers

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2/14/2017 5:03 AM View respondent's answers

One of my concerns is that we'd lose some fantastic part-time faculty as a result of moving courses to a full-time faculty. However, I am also concerned that currently there aren't enough full time faculty in this department to take on leadership roles, represent Pre-College on various committees and help you with some of the administrative duties.

2/14/2017 1:20 AM View respondent's answers

COLUMBIA GORGE
COMMUNITY COLLEGE

JOB DESCRIPTION

POSITION IDENTIFICATION

Position Title:	Pre-College Pathways and Transition Advisor
Department:	Instruction- Pre-College
Classification:	Professional and Management
Status:	Full -Time (Grant Funded)
Reports To:	
Date Written:	April 14, 2017
Revision Date(s):	

GENERAL NARRATIVE DESCRIPTION OF POSITION

The Pre-College Pathways and Transition Advisor is responsible for advising both GED/Pre-College students throughout their student life cycle. This position works to increase student retention and GED graduates rates within the program. This position helps facilitate student transition to higher education and/or towards more sustainable employment opportunities. The Advisor shall be responsible to the Pre College Department Chair for coordination of the Gorge Literacy program including recruitment and training of tutors to work with adults in need of improving literacy skills.

This is a temporary, part-time, grant-funded position ending?

ESSENTIAL JOB FUNCTIONS

1. Facilitate, manage, prepare and organize orientations on both campuses.
2. Maintains scheduling, student intake calls, CASAS testing and student admissions and registration.
3. Assist students in creating student education/career plan portfolios.
4. Assist students with goal setting and in selecting appropriate coursework.
5. Collaborates with instructors on student portfolio and goal information.
6. Connect with community based organizations and workforce partners to build relationships that benefit our students.
7. Maintains contact with students during the term and provide support services when necessary.
8. Improve student exposure to career opportunities within CGCC CTE, Non-credit and certificate programs.
9. Work with instructors to develop curriculum that helps prepare students for transition programs of study.
10. Develop and implement a plan for recruiting learners and volunteers.
11. Recruit learners and volunteer tutors.
12. Enroll and match learners with appropriate tutors.
13. Identify appropriate placements for tutors in Pre College classes and other group settings.
14. Establish and maintain a file on each learner, tracking learner goals and progress.

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15. Assess literacy levels of learners and work together with learner and tutor to design a course of study and goal achievement.
16. Phone or visit learners when appropriate.
17. Coordinate volunteer tutor activities.
18. Arrange for training of volunteer tutors.
19. Secure and/or schedule teaching sites for tutoring.
20. Maintain regular contact with and serve as a resource for tutors.
21. Initiate follow-up about any problems.
22. Initiate appropriate tutor appreciation activities.
23. Organize regular tutor in-service.
24. Gather, organize, and facilitate the publication of Shared Voices.
25. Provide direction and support to Gorge Literacy Instructional Assistants in Hood River and The Dalles.
26. Serve as liaison among learners, tutors, CGCC Basic Skills Instructors, and Director of Transfer and Pre College Programs.
27. Incorporate the use of technology in program implementation.
28. Attend related State workshops/trainings and CGCC staff meetings.
29. Maintain on-going contact with social service agencies and community-based organizations to develop partnerships and promote programs.
30. Prepare and deliver presentations to service clubs, agency representatives, and other groups.
31. Complete end-of-year reports.
32. Organize fund raising activities.
33. Maintain appropriate professionalism and confidentiality.
34. Perform other related duties as assigned.
35. Performs other related duties as assigned.

The list of essential functions, as outlined herein, is intended to be representative of the tasks performed within this classification. It is not necessarily descriptive of any one position in the class. The omission of an essential function does not preclude management from assigning duties not listed herein if such functions are a logical assignment to the position.

MARGINAL FUNCTIONS

1. Maintains current information and knowledge of career and occupational opportunities.
2. Possess excellent interpersonal skills in the areas of collaboration, team participation, creative problem-solving, conflict resolution, group planning, and decision-making processes.
3. Ability to work cooperatively as member of a team and in a professional manner.
4. Ability to organize activities and coordinate groups of people.
5. Ability to meet and work closely with high school and community agency counselors, administration, and students.
6. Skill in effective written and oral communication and strong interpersonal skills. - Ability to teach students study skills, time management and other useful techniques.
7. Ability to build supportive relationships with students and staff.
8. Ability to manage multiple projects and meet deadlines.
9. Ability to work with diverse populations and conduct presentations to a variety of audiences.
10. Ability to work independently and follow-through on assigned tasks.
11. Ability to use a PC in an office setting.

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SUPERVISES THE FOLLOWING STAFF

None

EXPERIENCE

Two years of experience counseling/advising adults or high school students in an educational setting preferred.

EDUCATIONAL BACKGROUND

Bachelor's degree in counseling, higher education/student affairs, or related field required.

PREFERRED KNOWLEDGE, SKILLS, AND PERSONAL QUALIFICATIONS

- May require a criminal background check in order to work in area high schools.

Personal Knowledge, Skills, and Abilities:
- Encourage use of technology in the delivery of services as well as understand the challenges that faculty and students face in its use.
- Bring a spirit of enthusiasm, energy, and multi-cultural awareness.
- Be student- focused.
- Demonstrate knowledge and good judgment in matters of college policy and procedures.
- Be able to work occasional evenings and weekends.

WORKING CONDITIONS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Travel:
Frequent travel between Hood River and The Dalles Campuses.

Physical Demands:
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
While performing the duties of this job, the employee is frequently required to sit and talk or hear. The employee is occasionally required to walk; use hands to finger, handle, or operate computers, objects, tools, or controls; and reach with hands and arms. The employee is also occasionally required to lift and carry materials up to 15 pounds in weight.

PRESENTED BY: _____   _____

                    Franceina Brackenbury, Pre-College Instructor   **DATE**

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REVIEWED BY: _____

_____   Lori Ufford, Chief Academic Officer   DATE

APPROVED BY: _____

_____   Dr. Frank Toda, President
DATE

It is the policy of Columbia Gorge Community College and its Board of Education that there will be no discrimination or harassment on the grounds of race, color, sex, marital status, national origin, religion, age, disability, veteran status, sexual orientation, and any other status protected by applicable local, state, or federal law in any educational programs, activities, or employment.

Persons having questions about equal opportunity and nondiscrimination should contact the following persons:

> For Employment
> > Courtney Judah, Human Resources Coordinator
> > Office: Rm. 2.423
> > Phone: 541-506-6151

> For Educational Programs
> > Lori Ufford, Chief Academic & Student Affairs Officer
> > Office: Rm. 2.103
> > Phone: 541-506-6031

> For Student Programs, Activities, and Services
> > Mike Taphouse, Director of Advising and Career Services
> > Office: Rm. 3.224
> > Phone: 541-506-6026

To Request Accommodations and Contact for Special Needs

Reasonable accommodations and auxiliary aides and services are available upon request to otherwise qualified individuals with disabilities. Please contact CGCC's Students with Disabilities Advisor Shayna Dahl at (541)506-6046 or the Event Coordinator in a timely manner. Relay 711.

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LEARNING STANDARDS TRAINING

Faculty	LS Orientation	LS Grades Math	LS Grades Reading	LS Grades WR	LS Grades Speaking/Listening							
Bickle, Melissa	1/1/2017											
Booth, Kristen	Currently enrolled in course											
Brackenbury, Franceina	2/22/2013											
Burton, Jules												
Doyle, Heather	10/1/14											
Harrington, Janette	5/4/2012	4/25/2013(Math Institute 3)		1/12/2015(Writing: Getting Started) 4/30/2015(Writing Institute)								
Jablonski, Katy			11/3/2014(Workplace Reading)									
Maurer, Brook	5/20/2011	5/9/2012(Math Institute 3)										
Kohner, Emily	1/1/2017											
Rawson, Patrick	10/1/14	5/7/2015(Math I Institute)										
Carmicheal, Andy	1/23/17											

Faculty and Staff	CASAs certificate--ET Proctor	TE coordinator
Belmore, Julie	9/23/2014	
Bickle, Melissa	3/12/2015	
Booth, Kristen	9/19/2016	
Brackenbury, Franceina*	1/3/2015	1/3/2015
Carmicheal, Andy	5/14/2016	
Cloinger, Jim*	7/8/2014	7/8/2014
Cruz, Theresa(disabled)	11/21/2014	
Doyle, Heather	12/1/2015	
Fitzpatrick, Matt*	5/5/2016	5/5/2016
Harrington, Janette	10/12/2012	
Hughes, Nicole	10/22/2015	
Jablonski, Katy	3/8/2015	
Jaeger, Linnea	9/17/2014	
Kelly, Anne	11/21/2014	
Kohner, Emily	11/17/2014	
North, Theresa	9/16/2014	
Ramos, Bernardita	9/17/2014	
Rawson, Patrick	3/10/2015	
Smith, Jensi(disabled)	3/27/2015	
Wiley, Kelly	8/13/2014	

Faculty and Staff	LS Orientation	LS Circles Math	LS Circles RD	LS Circles WR	LS Circles Speaking/Listening
Bickle, Melissa	1/1/2017				
Booth, Kristen	Scheduled 5/2017				
Brackenbury, Franceina	2/22/2013				
Burton, Jules					
Doyle, Heather	10/1/2014				
Fitzpatrick, Matt	Scheduled 5/2017				
Harrington, Janette	5/4/2012	4/25/2013		1/15/2015	
Jablonski, Katy			11/3/2014		
Maurer, Brook	5/20/2011	5/9/2012			
Kohner, Emily	1/1/2017				
Rawson, Patrick	10/1/2014	5/7/2015			
Carmicheal, Andy	1/23/2017				

Outcome Assessment Plan for degrees or certificates   Degree or Certificate: Pre-College Program 2015-2016

1. Outcome	2. Criteria or Target	3. Measurement Tool (course and assignment)	4. When/how and by who analysis of assessment will be accomplished	5. Program Assessment
Individuals who receive a certificate of completion should be able to:				
Read with understanding in order to pass the GED, enter college level courses or training courses, or fulfill personal work or enrichment goals.	80% of all precollege program students will achieve one of the following: • Precollege students will demonstrate the skills to transition into the next college level course, (RD 90 and/or RD115). • Personal goals student will have achieved personal work or enrichment goals. • GED students will receive a passing score on their Reasoning Through Language Arts GED test within a year after the student has reached a 245 on their CASAS score.	Check students GED/CASAS score and correlate it to the ACCUPLACER placement exam for RD 90 or above. Results of exit interview will determine whether students self-report achievement of goals. TOPS report entry/exit goals. Use the GED Passer report to compare CASAS scores of 245 to how many students are exiting in a year with their GED test completed in this content area.	Precollege department faculty will review and analyze the program outcomes at the fall in-service department meeting. The department chair with gather the data and assess the data regarding the outcomes and present it to the faculty at the Spring in-service. The data reviewed is: Review TOPS reports on CASAS scores for the precollege students. TOPS report will be examined for the entry and exit goals completion. Use the Passers report to compare GED completion with CASAS scores.	83% of the Precollege students moved onto the next college level. Of the 83%: ▪ 20% moved onto RD 90 ▪ 20% moved onto RD 115 ▪ 60% did not have to take any more college reading. 100% of the students achieved their personal goals. 4.47% of the students earned their GED within a year of testing at 245 on their CASAS.

Use math to solve problems and communicate reasoning and results in order to pass the GED, enter college level courses or training courses, or fulfill personal work or enrichment goals.	80% of all precollege program students will achieve one of the following: • Precollege student will demonstrate the skills to transition into the next college level course, (Math 20 or higher). • Personal goals student will have achieved personal work or enrichment goals. • GED students will reach a "likely to pass" score on a practice test.	Check students GED/CASAS score and correlate it to the ACCUPLACER placement exam for Math 20 or above. Results of exit interview will determine whether students self-report achievement of goals. TOPS report entry/exit goals. Use the GED Passer report to compare CASAS scores of 245 to how many students are exiting in a year with their GED test completed in this content area.	Precollege department faculty will review and analyze the program outcomes at the fall in-service department meeting. The department chair with gather the data and assess the outcomes and present it to the faculty at the Spring in-service. The data reviewed is: Review TOPS reports on CASAS scores for the precollege students. TOPS report will be examined for the entry and exit goals completion. Use the Practice Voucher form to gather data on students tests and scores.	83% of the Precollege students moved onto the next college level. Of the 83%: ■ 40% moved onto Math 20 ■ 60% moved onto Math 60. 100% of the students achieved their personal goals. 0.86% of the students earned their GED within a year of testing at 245 on their CASAS.

Write purposefully and capably in order to pass the GED, enter college level courses or training courses, or fulfill personal work or enrichment goals.	80% of all precollege program students will achieve one of the following: • Precollege student will demonstrate the skills to transition into the next college level course, (WR 90 or higher). • Personal goals student will have achieved personal work or enrichment goals. • GED students will receive a passing score on their Reasoning Through Language Arts GED test within a year after the student has reached a 245 on their CASAS score.	Check students transcripts for evidence to determine advancement to college level Writing (WR 90 or above). Results of exit interview will determine whether students self-report achievement of goals. TOPS report entry/exit goals. Use the GED Passer report to compare CASAS scores of 245 to how many students are exiting in a year with their GED test completed in this content area.	Precollege department faculty will review and analyze the program outcomes at the fall in-service department meeting. The department chair with gather the data and assess the data regarding the outcomes and present it to the faculty at the Spring in-service. The data reviewed is: Review TOPS reports on CASAS scores for the precollege students. TOPS report will be examined for the entry and exit goals completion. Use the Passers report to compare GED completion with CASAS scores.	83% of the Precollege students moved onto the next college level. Of the 83%: ▪ 20% moved onto WR 90 ▪ 20% moved onto WR 115 ▪ 60% moved onto WR 121. 100% of the students achieved their personal goals. 4.47% of the students earned their GED within a year of testing at 245 on their CASAS.

Analysis:

1. Describe assessment results.

The assessment result that is concerning to the precollege department is the number of students who have completed their GED within a year of reaching 245 or higher on their CASAS test. There are a few factors with this data. The first factor is the Precollege Department had a new Precollege Specialist in the beginning of 2015, who had a large learning curve with data and the CASAS testing procedure and data collection. The Precollege Specialist resigned the first week of December, leaving the Department Chair to do all of the data processing,

manage the department, and Title II funding preparation and reporting. A new Precollege Specialist was hired in May, 2016. There was another large learning curve for the Precollege Specialist who was not familiar with CASAS and the data procedures. The data represented here is from Fall 2015 through Summer (July) 2016. There has been great work done this year to clean up our data reporting process. Once we have clean data, I believe we can move forward with what we believe the data is telling us. However, until we have another year of data, we are still looking at our orientation process, are we waiting too long to get the student GED tested, making sure we have GED scholarships and vouchers available in a timely fashion.

2. Describe any changes that were implemented from the previous assessment. Include the effect that these changes had on students' attainment of degree, certificate or program outcomes.
   This is the first outcome assessment for the Precollege Department.

3. Identify any changes that should, as a result of this assessment, be implemented towards improving students' attainment of degree, certificate, or program outcomes.
   We are looking at changing the orientation process. We will start that Fall, 2018. We are having a "class like" setting, to help the student transition to a schedule of committing to coming to class on a regular weekly basis.
   Increased the number of GED Scholarship vouchers and Practice GED vouchers we have on hand and readily available for students.
   We have decreased the turnaround time for the students who apply for a GED Scholarship vouchers.
   We are also managing our data in a much cleaner, consistent manner.

4. Describe your plan for implementation of any changes.
   Matt and I will work on an orientation schedule to include 6- 1hr meeting times on a weekly basis starting 6 weeks prior to the end of the term. The orientation change from a 5 to 6 hrs. in one day, two weeks prior to the term starting, to a more introductory schedule that will gradually assist the student in knowing what a school schedule is like.
   Matt is also going into the classrooms discussing the benefit options we have available, for instance, 8 credit tuition waiver, GED full scholarships, GED practice vouchers, career pathways, etc.
   Matt and I are working through our data to make sure our students are pre/post testing on the CASAS, and when the student reaches the 245 level, encouraging the students to apply for the scholarship and complete their GED.

Transition Policy for GED students:

Students that test at 245 will be entered into a database. I will then email to the instructors the second week of class of the Spring term those students that fall into that category. In this email, I will explain that within the next week these

students *must be GED ready tested* and offer my assistance regarding scheduling.
*I will monitor the students hours. After the second week, the students should have 12 hours or will be very close.

If then statements:

If student receives a 245 on math CASAS, then GED ready test them in that content area. If they receive likely to pass, I will sit down with them and discuss the GED foundation scholarship options.

If student receives a 245 on reading CASAS, then GED ready test them in that content area. If they receive likely to pass,

5. Departmental faculty involvement.
   At the Winter 2017, 3/8/17 meeting, we will review this data and request input and feedback. We are also encouraging the faculty to promote the GED scholarships and 8 credit tuition voucher for CGCC. As always, it is the faculty, the first line of interaction to encourage and support the students to complete their GED.

6. Evaluate the assessment strategy.
   The assessment strategy for these outcomes measurement were appropriate and indicative of the performance of the student and the Precollege Department. The evaluation tool used to evaluate the "Criteria or Target" regarding the completion of the GED subject area produced data that match the performance information provided by the State Department of GED to the Precollege Department. It too stated we were waiting too long to encourage our students to take the formal GED tests.

   Also, I am not sure if this data is the correct in targeting the Precollege Departments ability to move the student from not GED ready to "Likely to Pass" on the practice GED. Changing the measure to state "did the student receive a 'Likely to Pass' on the GED practice test within one year of reaching a 245 on the CASAS subject area? I will use the subparts of: Did the students earn their GED within one year of earning a 245 on the CASAS subject area would still be evaluated, as well as did how many students who took the official GED test in the subject area actually earned their GED in the subject area to the Program Review, as to determine how the Precollege Department is meeting the needs, barriers, and supporting the students.

7. Additional comments.

   I am hoping that the data for next year will reflect an increase in the number of GED students actually receiving their GED once they receive a 245 score on their CASAS. This will be a more accurate reading of where the Precollege Department is with regards to this outcome.

Plan Submitted by: Franceina Brackenbury

Assessment Completed by:

Date: 10.22.2015

Date:

Plans to be submitted to Academic Assessment Coordinator (kkane@cgcc.edu) by Nov 15 of academic year being assessed

Assessment and Analysis to be submitted to Academic Assessment Coordinator (kkane@cgcc.edu) by Nov 15 the following academic year being assessed